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| Unit Detail | | | |  |
| Term: *4, 2015*  Year level:  *3 /4* Curriculum level: unit length (weeks): *Wk3 – Wk 8* | | | |  |
| **Curriculum learning area**: *English*  **Strand**: Speaking, Writing, Presenting  **Secondary Strand**: *Writing - Narrative* | How to introduce the unit and key competencies to the students (the hook):  *Immerse students in a range of Narrative texts.*  *Teachers to use e-asTTle exemplars and Resources e.g PM writing 2 Rescuing Nelson and PM Writing 3 The Great BMX Race, Middle Team Resource Pack* | | |  |
| Achievement Objectives (Highlight as appropriate):  **Level 2:**  **Processes and strategies**  **Students will:**  Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.  **indicators:**  shows some understanding of the connections between oral, written, and visual language when creating texts;  creates texts by using meaning, structure, visual and grapho-phonic sources of information, and processing strategies with growing confidence;  seeks feedback and makes changes to texts to improve clarity and meaning;  is reflective about the production of texts: monitors, self-evaluates, and describes progress with some confidence.    By using these processes and strategies when speaking, writing, or presenting, students will:  **Purposes and audiences**  Show some understanding of how to shape texts for different purposes and audiences.  **indicators:**  constructs texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language, and text form;  expects the texts they create to be understood, responded to, and appreciated by others;  develops and conveys personal voice where appropriate.  **Ideas**  Select, form, and express ideas on a range of topics.  **indicators:**  forms and expresses ideas and information with reasonable clarity, often drawing on personal experience and knowledge;  begins to add or delete details and comments, showing some selectivity in the process.  **Language features**  Use language features appropriately, showing some understanding of their effects.  **indicators:**  uses oral, written, and visual language features to create meaning and effect;  uses a large and increasing bank of high-frequency, topic-specific, and personal content words to create meaning;  spells most high-frequency words correctly and shows growing knowledge of common spelling patterns;  uses a range of strategies to self-monitor and self-correct spelling;  writes legibly and with increasing fluency when creating texts;  gains increasing control of text conventions, including some grammatical conventions.  **Structure**  Organise texts using a range of structures.  **indicators:**  uses knowledge of word and sentence order to communicate meaning when creating text;  organises and sequences ideas and information with some confidence;  begins to use a variety of sentence structures, beginnings, and lengths.  **Level 3: Year 4 and Above Ability Year 3**  **Processes and strategies**  **Students will:**  Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.  **indicators:**  uses a developing understanding of the connections between oral, written, and visual language when creating texts;  creates a range of texts by integrating sources of information and processing strategies with developing confidence;  seeks feedback and makes changes to texts to improve clarity, meaning, and effect;  is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with growing confidence.  By using these processes and strategies when speaking, writing, or presenting, students will:  **Purposes and audiences**  Show a developing understanding of how to shape texts for different purposes and audiences.  **indicators:**  constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form;  conveys and sustains personal voice where appropriate.  **Ideas**  Select, form, and communicate ideas on a range of topics.  **indicators:**  forms and expresses ideas and information with increased clarity, drawing on a range of sources;  adds or changes details and comments to support ideas, showing some selectivity in the process;  ideas suggest awareness of a range of dimensions or viewpoints.  **Language features**  Use language features appropriately, showing a developing understanding of their effects.  **indicators:**  uses oral, written, and visual language features to create meaning and effect and engage interest;  uses a range of vocabulary to communicate meaning;  demonstrates good understanding of all basic spelling patterns and sounds in written English;  uses an increasing range of strategies to self-monitor and self-correct spelling;  writes legibly, fluently, and with ease when creating texts;  uses a range of text conventions, including most grammatical conventions, appropriately and with increasing accuracy.  **Structure**  Organise texts, using a range of appropriate structures.  **indicators:**  organises written ideas into paragraphs with increasing confidence;  organises and sequences ideas and information with increasing confidence;  uses a variety of sentence structures, beginnings, and lengths.  – | | | |  |
| Organisation / Resources | | Abilities / Needs / ESOL / Group Lists | Grouping (highlight or circle): | |
| Ability Groups – Data taken from Term 3 OTJ / Term 4 Writing (e-asTTle)  **Topics**: Teacher preference using educational resource books and resource pack, exemplars from TKI site, e-asTTle exemplars, PM Writing Books.  **Whole Class Introduction** – sharing of exemplars, unpacking with structure and language features, Underlining learning intention and co-construct success criteria. (Teacher Model throughout)  Groups working independently with teacher withdrawing specific learning needs. | | *ESOL – To be supported by Class Teacher and ESOL Teacher through:*  *Using of variety of resources: plays, audio stories – CDs, Ready to Read Resources,*  *Oral Language Activities: graphic organisers, speaking frames, prompt cards, vocabulary building activities, scaffolding and modeling writing.*  *Additional Support using: TPS, Partner support, and shared writing*  ***Target Groups:***  *Group to work with teacher until such a time as confident to leave and work independently.*  *Teacher to check regularly to monitor their progress.*  *Buddy writing to help gain confidence.*  *Teacher conference to help with specific needs.*  *Teacher to reinforce understanding by target children explaining Next Steps.*  ***Special Needs:***  *Pupils to work with Teacher Aide for approx. 1/2 hour per day M-Th. Help with writing organization and structure. To reinforce learning in the classroom.*  ***G.A.T.E***  *Shared writing will be encouraged once initial narrative is written. Extension will be offered through alterative publishing and sharing of stories, eg slide shows.* | Pupils in fluid groups according to needs and Sunnynook Learning Progressions.  Target Group will also be closely monitored. | |
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| **Key Competency focus**: Thinking ✔ Managing Self ✔ Relating to Others Participating and Contributing ✔ Using Language, Symbols and Text ✔ | | | | |
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| **Unit Overview** | |
| Title | Nifty Narratives ( Could be a wall display title) |
| Unit Aim | To entertain readers by telling a series of events with a problems and a solution. |
| Curriculum Document Values | |
| Excellence ✔ Innovation, Inquiry, Curiosity✔ Diversity Equity Ecological Sustainability Community and Participation ✔ Integrity Respect ✔ | |
| Digital Literacy Focus | |
| Task Definition ✔ Information Seeking Strategies Location and Access Use of Information Synthesis ✔ Evaluation | |
| Global Learning Intentions of unit – the BIG ideas students MUST get | |
| **To identify the characteristics, structure and features of a Narrative text in order to write one.**    Structure and Language notes for teacher reference.  **Purpose**  **-** to narrate**...** a story, using a written or visual scenario as a prompt  **Structural features**   * Orientation – an opening statement/s that introduces the context: the participants (who), the setting (where) and the time (when) * A series of actions or events leading to a complication – one or more problems that must be resolved * Ending/resolution – in which the problem is resolved (happily or unhappily)   **Language Features**   * Characters with individual personalities and identities * Use of dialogue * Descriptive and/or figurative language * Nouns related to the event – specific people, places and happenings * Connectives showing time sequence (first, then, next) * Past tense (although may also use present or future tense, especially in dialogue)     Choice of language features may create a mystery, action, horror, fantasy, romance, detective or adventure narrative. | |
| Assessment / Culminating activity | |
| Self Assessment ✔ Peer assessment ✔ Learning reflection ✔ Presentation ✔ Display ✔ Podcast / wiki entry / blog entry ✔ Performance Practical Skills Teacher Observation ✔ Learning conversation ✔ Written assessment e-asTTle assessment Oral assessment Other (describe) | |

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| Unit implementation – Learning experiences and instruction | | |
| Learning Intentions (to be shared with whole class). We Are Learning To (WALT): | Learning Experiences / Activities  (ICT / SOLO / Multiple Intelligences / Blooms / Authentic Experiences / Enviro etc.) | Assessment  Diagnostic / Formative / Summative / Feedback  See Tracking Sheet of Stepping Stones.  Plenery: To share learning success and establish Next Learning Steps.  Success Criteria  We Are Successful When (WASW): |
| **Experience 1**  W.A.L.T  To recognise the features of a narrative text.      **Experience 2 –**  W.A.L.T change the features of a narrative text.                                        **Experience 3**  W.A.L.T  **To co-construct a narrative story.**    To write an orientation that includes a hook, characters, setting and time.                            To write a series of events leading to a complication.      To write a solution to resolve the problem – either happily or unhappily.        **Experience 4**  W.A.L.T. independently write our own narrative story. | Read and share a variety of text and exemplars. Whole class. Introduce the vocabulary of a narrative text – setting, plot characters, message (what the author is trying to say), complication, resolution etc  (PM Big Books, etc.)    Retell a known narrative by:  **Activity 1** - Acting out – link to plays.  **Activity 2** - Audio – Listen to CDs of narratives  **Activity 3** - Deconstruct the narrative text – Look at structural and language features – as listed in E asttle, eg, Strucure - orientation, events leading to a complication (problem), resolution, ending, Language Features – Past tense except for dialogue, Descriptive Language to create vivid images (adjectives, adverbs, similes, alliteration, personification, onomatopoeia), Sequence words, Pronouns. Ideas could include sequencing activities or narrative outlines – refer to resource pack.  **Activity 4** - Brainstorm and plan a narrative by using an existing story. Change 1 – 2 features of the story eg, character, setting, problem etc. Examples could be: The Rainbow Fish.  Traditional Story: Red Riding Hood  Myth or Legend: Tiddalik, How Birds Got their Colours, The Lion and the Mouse (refer to resource pack)              **Activity 1** – Use a graphic organizer to plan a narrative. Use resources to help students to plan characters, setting, problem, resolution and ending. (Refer to resource pack, story dice, ESOL speaking frames and prompt cards for narratives)    **Activity 2** –  Setting: find a picture of a setting (include place and time) – eg Kid Pics, SparkleBox – vocabulary building – Bus Stop activity to expand on language choices, display for future reference.  Characters: vocabulary building - Who Am I?, Draw characters, Wanted Posters etc  Hooks: Stories can begin in different ways - Character description, setting description, action or dialogue. Look at exemplars of hooks and rate them.    **Activity 3** –  Step 1: Model writing an orientation using who when, and where features based on Activities 1 and 2.  Step 2: Co-construct orientation with the class/group.  Step 3: Independently write your own orientation.    **Activity 4** -  Using the co-constructed orientation and planning write a series of events, which lead to a complication or problem. Think Pair Share ideas for problems.    **Activity 5** –  Think of different ways of resolving the problem – Buddy activity – Share ideas and vote for best solution.  Add ending to story.      **Activity 1** – Using a graphic organizer to plan your own narrative story.    **Activity 2** – Write an orientation, problem, resolution and ending using the process and ideas outlined in Experience 3.    **Activity 3** – Presentation of Narrative Story – Examples could include Dioramas, a slide show using Kids Pics or Google Slides, Ideas from The Publishing and Display Book By Sheena Cameron (See Debbie) | SC: I can Identify the main parts of a narrative.        SC: I can modify (change) a feature of a known narrative.                                          **SC**: I can use a hook to engage the reader.    I can introduce characters, time and place.                                **SC**: I can write a problem.          **SC**: I can write a solution to my problem. |
| End of unit means of recording student reflection | Whole Class Discussion.  Use of modeling book to record Student Voice.  Recording in student books Next Learning Steps .  Dioramas | Possible focus questions for reflection:  What went well? What was hard? What could I do next to make my narrative better? |
| **Reflection for Subsequent Planning**  *E.g., I will need to provide additional activities for Yu Jin that require her to increase her vocabulary in relation to basic verbs and adjectives.*  *Sam and Tania will move to Group 2 in writing next term. Our next focus will be on increasing the use of revision of writing in class. I will achieve this by implementing a revision checklist for students to tick off when completed.*    *Teacher to complete, using above example.* | | |